

FOOD PREPARATION

12-22-32



CURRICULUM

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Gr10-12

INDUSTRIAL EDUCATION

Curriculum Guide

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Alberta

EDUCATION
1982

ACKNOWLEDGEMENTS

Alberta Education acknowledges with appreciation the contribution of the following Ad Hoc Committee members to the preparation of this guide.

FOOD PREPARATION

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NOTE: This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning Senior High School courses. The information contained in the guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

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INDUSTRIAL EDUCATION

RATIONALE

Industrial Education is a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in industrial and vocational education culminating in on-the-job work experience, or entry into a job or post-high school institution for further education.

The program consists of courses ranging from those designed for an exploration of the technologies and trade areas to units of practical preparation for a career. In the process the courses develop the student's self-knowledge, talents and skills.

For information on sequencing and course description, refer to the "Handbook In Industrial Education for Guidance to Teachers, Counsellors and Administrators".

PROGRAMS

There are two parts to the Industrial Education program. The first part consists of the I.E. 10, 20, 30 series of courses and is designed for career orientation. These courses were developed primarily for students in laboratories that utilize the multiple activity approach as found in most smaller schools, but they can be taught in unit shops as well.

The second part consists of the I.E. 12, 22, 32 series of courses and is intended for career development. The courses are planned for use in schools where facilities are available to teach specific occupational areas.

Students may progress from the I.E. 10, 20, 30 series to the 22 level courses upon meeting specified basic prerequisites or upon recommendation of their principal.

Both sections of the program focus on seven career fields. These are:

- Graphic Communications
- Mechanics
- Construction and Fabrication
- Electricity-Electronics
- Personal Services
- Performing Arts
- Horticulture

The I.E. 10, 20, 30 courses consist of a number of one credit modules related to the career fields while the I.E. 12, 22, 32 courses consist of a number of five credit modules of specific occupational content. Completion of seven five credit modules qualifies the student for recognition by the Apprenticeship Branch for credit towards a journeyman's certificate.

It is left to the administrators of the school to offer the courses or combination of courses best suited to the needs and interests of the students and the financial resources of the district.

Courses offered at the 22 and 32 level have to meet special criteria for staff and facilities. The Industrial Education Consultant must authorize these in order to qualify the students for vocational grants.

OBJECTIVES OF INDUSTRIAL EDUCATION

The Industrial Education Program can help achieve the Goals of Schooling and Education. The course objectives are more focused and give direction to the teacher.

The objectives of Industrial Education are classified in three areas with the following purposes:

A. Personal Growth:

To provide opportunities for the individual growth of the student through the development of acceptable personal and social values necessary in a productive society.

1. To provide a technical environment which motivates and stimulates individuals to discover their interests and develop personal and social responsibilities.
2. To assist in the development of positive attitudes toward safety.
3. To assist in the development of positive attitudes toward conservation and environment.
4. To assist in the development of consumer literacy.

B. Career Exploration:

To develop basic competencies, integrating cognitive and psychomotor skills to enter a family of occupations or post-secondary institutions for further education.

1. To provide exploratory experiences in the use of tools, equipment and materials appropriate to various technologies prevalent in a productive society.
2. To develop an understanding of the interrelationship of various technologies.
3. To provide a technical environment for students to synthesize their accumulated knowledge in the solution of practical problems.
4. To assist the student to develop habits that will be conducive to the establishment of a safe environment.

C. Occupational Skills:

To develop basic competencies, integrating cognitive and psychomotor skills related to families of occupations.

1. To provide safe exploratory experiences in the use of tools, energy, equipment and materials appropriate to various technologies prevalent in a productive society.
2. To develop an understanding of the interrelationships of various technologies.
3. To provide a technical environment which permits students to synthesize their accumulated knowledge in the solution of practical problems, and to assist students to develop habits that will be conducive to the establishment of a safe environment.

INDUSTRIAL EDUCATION 12, 22, 32 PROGRAM

INTRODUCTION

The Industrial Education 12, 22, 32 program is a series of modules which develop competencies leading to seven different career fields.

Entry into a career field may be gained by taking one of several introductory courses. These are:

1. the "12" course designated for each major, or
2. two modules from the Industrial Education "10, 20, 30" series related to the anticipated major, or
3. one half of a "12" course. The other half would be another half "12" or a module from the "10" program. The course would be recorded as Industrial Education "10".

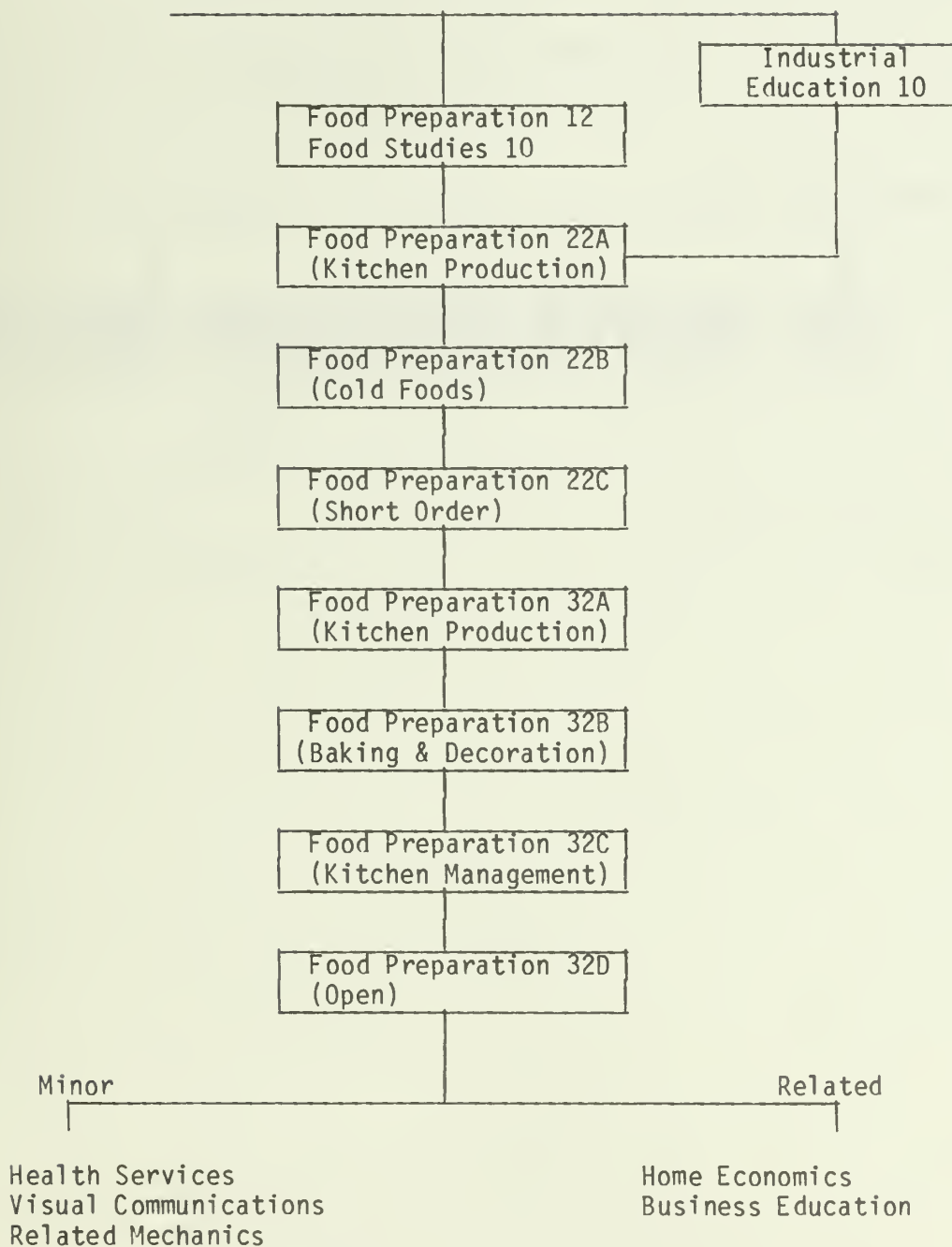
Following the introductory course the student may advance to the major area of study by selecting any number of five credit modules from the courses designated as "22" or "32". The scheduling and sequencing of the modules is the responsibility of the local school personnel but must be in accordance with the regulations pertaining to prerequisites.

A student registered in a second or third level course ("22" or "32") is regarded as taking a major in that course area. Having established a major the student may select courses designated as minors and in this way broaden his/her practical skill base in a career field or even several career fields. However, students must complete all the preceding modules in a major series (usually six) before taking the 32C module (exception: Beauty Culture).

CAREER FIELD

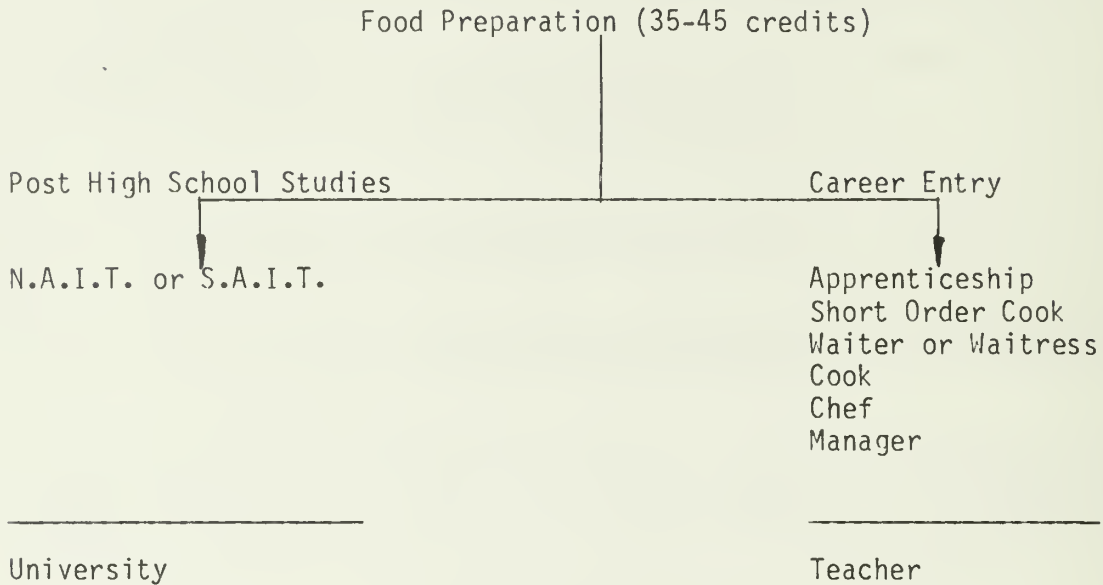
PERSONAL SERVICES

FOOD PREPARATION



CAREER OPPORTUNITIES

Students having taken all or most of the modules in the Food Preparation major may look forward to the following career areas:



FOOD PREPARATION 12

COURSE CONTENT

FOOD PREPARATION 12 (5 CREDITS)

INTRODUCTION

Food Preparation 12 is an introductory course about food and the food preparation industry. Students should spend 75% of their time in practical work, such as, preparing food and acquiring skill with kitchen tools and equipment. Students will learn about the food industry, nutrition, sanitation and safety.

OBJECTIVES

The objectives of Food Preparation 12 are:

1. To assist the students in becoming aware of the broad range of career opportunities related to the foods field.
2. To familiarize the students with the tools, equipment and materials related to commercial food operations.
3. To assist the student in understanding the importance of nutrition.

REFERENCES

*Morgan, Supervision & Management of Quantity Food Preparation
McCutchan Publishing.

Haines. Food Preparation for Hotels, Restaurants and Cafeterias,
American Technical Society, 1973.

Pauli. Classical Cooking the Modern Way, CBI Publishing, Inc., 1979.

*Refers to Primary Text.

CONTENT SUMMARY:

1. Opportunities in the food service industry.
2. Utensils and cooking equipment.
3. Tools and processes used to serve and portion foods.
4. Tool processes used to cut, form and mix foods for cooking.
5. Safety in the kitchen.
6. Storage of food.
7. Cleaning and sanitation.
8. Measuring and planning.
9. Basic nutrition and menu planning.
10. Practical cooking.

TOPIC 1: OPPORTUNITIES IN THE FOOD SERVICE INDUSTRY

VFP12

GENERALIZATION: A knowledge of career opportunities within the Food Service Industry will help the students to make an informed decision about their future in this field.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Positions</p> <p>2. Types of Food Outlets</p>	<p>The student will:</p> <ul style="list-style-type: none"> - be aware of the proper classification of positions within a commercial kitchen - identify the many food outlets and the varied services rendered <ul style="list-style-type: none"> - commercial-profit: <ul style="list-style-type: none"> - Hotels: <ul style="list-style-type: none"> - dining rooms - dining lounges - coffee shops - cafeterias - room service - Restaurants: <ul style="list-style-type: none"> - atmosphere - service at lunch counter, snack bar, fountains - take out service - drive-ins - Caterers: <ul style="list-style-type: none"> - banquet - special occasion and parties - industrial - camps, airline - mobile units - private clubs - tea rooms 		<p>Pauli-Classical Cooking (Chapter 2)</p> <p>Field Trips</p> <p>Personnel from industry</p>

NOTES:

TOPIC 1: OPPORTUNITIES IN THE FOOD SERVICE INDUSTRY
(continued)

VFP12

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
3. Related Industries	<ul style="list-style-type: none"> - institutional, profit-subsidized: <ul style="list-style-type: none"> - industrial cafeterias and restaurants - vending machines - hospitals <ul style="list-style-type: none"> - patient meals - employee meals - restaurants for the public - nursing homes <ul style="list-style-type: none"> - patient meals - employee meals - schools, colleges <ul style="list-style-type: none"> - cafeterias - restaurants - vending machines - identify related industries: <ul style="list-style-type: none"> - production: <ul style="list-style-type: none"> - dairy processing plants - canneries - frozen food plants - meat, poultry and fish purveyors - vegetable oil extraction plants - shortening manufacturers - bakeries - distribution: <ul style="list-style-type: none"> - wholesale grocers - supermarkets - meat and produce markets - transportation: <ul style="list-style-type: none"> - rail, air, water, motor vehicle - identify a number of combinations possible among these outlets 		

NOTES:

TOPIC 2: UTENSILS AND COOKING EQUIPMENT

VFP12

GENERALIZATION: Utensils and equipment to heat food are necessary to cooking.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Cooking Utensils 2. Cooking Equipment	<p>The student will:</p> <ul style="list-style-type: none"> - describe and use the following equipment: - kitchen range and oven - griddles and broilers - deepfryer - bakers and/or convection oven, etc. - steam kettle and steam oven - microwave oven, etc. <p>(Students should gain some familiarization with all the available equipment.)</p>		

TOPIC 3: TOOLS AND PROCESSES USED TO SERVE AND PORTION FOODS

VFP12

GENERALIZATION: Through the use of tools and measuring devices, foods are portioned and served.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Measuring and serving food	<p>The student will:</p> <ul style="list-style-type: none"> - identify and demonstrate the proper use of the following serving tools: - solid spoon - slotted spoon - pom-tongs - pie server 		

TOPIC 3: TOOLS AND PROCESSES USED TO SERVE AND PORTION FOODS
(continued)

VFP12

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
2. Spreading and Lifting 3. Mixing	<ul style="list-style-type: none">- identify and operate for serving and portion control the following tools:<ul style="list-style-type: none">- ladles and scoops (various sizes)- portion scale- identify and demonstrate the proper use(s) of the following tools:<ul style="list-style-type: none">- palette knives- spatulas- identify and demonstrate the proper use of the following mixing tools:<ul style="list-style-type: none">- French whip- piano whip- wooden spoon- spatula- operate mixers		

NOTES:

TOPIC 4: TOOL PROCESSES USED TO CUT, FORM AND MIX FOODS
FOR COOKING

VFP12

GENERALIZATION: Through the use of tools and machines foods are cut,
mixed and formed for cooking.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Cutting	<p>The student will:</p> <ul style="list-style-type: none">- identify and demonstrate the proper use of the following tools:<ul style="list-style-type: none">- French knife- carving knife- paring knife- butcher's knife- boning knife- fruit knife- handsaws- cleaver- use the power slicer to cut up foods- use the butcher's power saw to cut up meats- use other available power attachments such as dicer, shredders, choppers, etc.- operate potato peeler		<p>Equipt. not available should be covered by use of audio-visual material.</p>

NOTES:

TOPIC 5: SAFETY IN THE KITCHEN

VFP12

GENERALIZATION: A knowledge and practice of safety is essential to all shop activities.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Unsafe Act	<p>The student will:</p> <ul style="list-style-type: none">- list the consequences of unsafe acts in Food Preparation as they relate particularly to:<ul style="list-style-type: none">- cutting- lifting- power machinery- protective clothing- stoves, griddles, grills, ovens, micro-wave ovens and deep fat fryers		
2. Unsafe Conditions	<ul style="list-style-type: none">- discuss how to identify conditions which could lead to injuries on the job- discuss how to identify and avoid conditions which could lead to fire in the kitchen		Demonstrations, films, and lectures by Fire Marshals and Worker's Compensation Board

NOTES:

TOPIC 6: STORAGE OF FOOD

VFP12

GENERALIZATION: Foods must be properly handled and stored.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Handling and Storage of Foods	<p>The student will:</p> <ul style="list-style-type: none">- identify proper storage and handling procedures for fresh foods:<ul style="list-style-type: none">- meats- milk- eggs- citrus fruit- bananas- apples- root vegetables- leafy vegetables- gourd vegetables- identify proper storage and handling procedures for dry foods:<ul style="list-style-type: none">- cereal grains- cereal flours- identify proper storage and handling procedures for:<ul style="list-style-type: none">- canned foods- frozen foods		Visit to food warehouse

NOTES:

TOPIC 7: CLEANING AND SANITATION

VFP12

GENERALIZATION: The practice of personal cleanliness and a knowledge of safe food practices is vital to the operation of the food service industry.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Personal Hygiene</p> <p>2. Cleaning and Washing</p> <p>3. Refrigerator Care and Cleaning</p> <p>4. Dishwashing</p> <p>5. Safe Food Handling Practices and Temperature Control</p>	<p>The student will:</p> <ul style="list-style-type: none"> - discuss and identify safe standards of personal hygiene - describe and practice proper cleaning and/or washing of utensils, equipment, tables, blocks and floors - discuss refrigerator care, and practise proper cleaning procedures - describe the correct procedure, temperature rinse, and drying method for washing dishes - describe the operation of a mechanical dishwasher - list the critical temperatures and procedures associated with mechanical dishwashing - identify and demonstrate safe food practices - demonstrate the proper storage of leftover foods - understanding food freezing and thawing procedures - understand the prevention of food contaminating and food born illnesses 		<p>Lecture and discussion led by Public Health Inspector.</p> <p>Alberta Health and Sanitation Code.</p>

TOPIC 8: MEASURING AND PLANNING

VFP12

GENERALIZATION: Measuring and planning are part of Food Preparation activity.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Measuring ingredients:</p> <ul style="list-style-type: none"> - weight - volume - number <p>2. Planning for Cooking</p>	<p>The student will:</p> <ul style="list-style-type: none"> - demonstrate correct measuring techniques for different types of ingredients - explain the difference between Imperial, U.S. and metric measure and the implications - demonstrate recipe conversion - discuss the advantages of measuring by weight - exhibit planning in work activity 		

TOPIC 9: BASIC NUTRITION AND MENU PLANNING

VFP12

GENERALIZATION: A basic knowledge of nutrition is vital to personal well-being.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Foods for Energy</p> <p>2. Foods for Health, Growth, and Maintenance</p>	<p>The student will:</p> <ul style="list-style-type: none"> - describe the relationship of food to energy - describe the situation of the body with energy foods in excess of needs - list the major nutrients and describe their importance to health, growth, and maintenance 		<p>Hospital Dietician or Local Home Economist</p>

TOPIC 10: PRACTICAL COOKING

VFP12

GENERALIZATION: Practical cooking experience will assist in student motivation.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Stocks, Soups, and Sauces	<p>The student will:</p> <ul style="list-style-type: none"> - explain the preparation of basic stocks - prepare or describe the preparation of basic sauces - prepare or describe the preparation of basic soups 		
2. Vegetable Cookery	<ul style="list-style-type: none"> - prepare or explain the preparation of: <ul style="list-style-type: none"> - three distinct methods of cooking vegetables - three distinct methods of cooking potatoes 		
3. Cold Kitchen	<ul style="list-style-type: none"> - prepare or explain the preparation of: <ul style="list-style-type: none"> - two popular types of salad - three varieties of sandwiches 		
4. Meat Cutting and Cooking	<ul style="list-style-type: none"> - identify the prime cuts of a side of beef, a side of pork and a carcass of lamb - explain the preparation of or prepare two or three simple meat entrees 		
5. Pastry and Baking	<ul style="list-style-type: none"> - describe or demonstrate the preparation of: <ul style="list-style-type: none"> - baking ingredients - gelatin desserts - puddings - quick breads - pie pastry - cakes and icings 		
6. Storage	<ul style="list-style-type: none"> - discuss methods for storage of the above 		

FOOD PREPARATION 22A

COURSE CONTENT

FOOD PREPARATION 22A (5 CREDITS)

(KITCHEN PRODUCTION)

INTRODUCTION

This module introduces students to food preparation on a commercial scale. The emphasis will be on the preparation of vegetables, stocks, soups, simple sauces, meat dishes.

OBJECTIVES

The objectives of Food Preparation 22A are to:

1. Introduce the students to the principles and practices of preparing foods on a commercial scale.
2. Provide students with practice in production techniques and develop food preparation skills.

REFERENCES

*Morgan, Supervision & Management of Quantity Food Preparation
McCutchan Publishing.

*Pauli, Classical Cooking CBI Publishing Inc.

Folsom, Le Roi. The Professional Chef, Institution/Volume Feeding
Management, Chicago.

*Refers to primary text.

CONTENT SUMMARY:

1. Vegetable cookery
 - classification
 - standards
 - cooking techniques
2. Stocks
3. Soups
 - standards
 - classification
 - garnishes
4. Sauces
5. Gravies
6. Meats

TOPIC 1: VEGETABLE COOKERY

VFP22A

GENERALIZATION: Application of the principles of vegetable cookery is essential in the preparation of high quality vegetables.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Classification	<p>The student will:</p> <ul style="list-style-type: none"> - classify vegetables as to: <ul style="list-style-type: none"> - parts of plant: <ul style="list-style-type: none"> - roots - stems - leaves - vegetable, fruits and flowers - color: <ul style="list-style-type: none"> - anthocyanin - flavones - carotenes - chlorophylls - type: <ul style="list-style-type: none"> - high moisture and mild flavor - high moisture and strong flavor - moist starchy - dry starchy 	30	<p><u>Food Preparation for Hotels, Restaurants and Cafeterias</u> - Haines</p> <p><u>The Professional Chef</u> - Folsom, Le Roi</p>
2. Standards	<ul style="list-style-type: none"> - identify the factors used as a basis for judging cooked vegetables: <ul style="list-style-type: none"> - flavor - texture - appearance - identify the compounds making up the skeletal structure of plants. Fiber structure: <ul style="list-style-type: none"> - cellulose - pectin - effect of heat on fibre structure and color - effect of acid sugar and alkali on the fiber structure 		

TOPIC 1: VEGETABLE COOKERY (continued)

VFP22A

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
3. Cooking Techniques	<ul style="list-style-type: none"> - apply the principles of vegetable cookery - classify vegetables according to stated methods and list the principles involved in cooking each - describe the different procedures used in preparation <ul style="list-style-type: none"> - washing - paring - trimming - cutting and shaping - soaking - identify factors that cause losses in: <ul style="list-style-type: none"> - quality - nutrition - edibility - identify the method of cooking <ul style="list-style-type: none"> - when purchases are <ul style="list-style-type: none"> - fresh - frozen - canned - based on moisture content - practise a variety of cooking techniques such as: <ul style="list-style-type: none"> - boiling - steaming - baking and oven braising - deep frying - grilling or sauteing - oven roasting - broiling - prepare a variety of vegetable dishes 		

TOPIC 1: VEGETABLE COOKERY (continued)

VFP22A

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
	<ul style="list-style-type: none"> - evaluate the vegetables before and after cooking - demonstrate ways of using leftover vegetables 		

TOPIC 2: STOCKS

VFP22A

GENERALIZATION: The quality of many foods made in the kitchen is directly related to the quality of the stock.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Stocks:</p> <ul style="list-style-type: none"> - Types <ul style="list-style-type: none"> - white - brown - Ingredients 	<p>The student will:</p> <ul style="list-style-type: none"> - define a stock - distinguish between a stock, broth and bouillon - describe the glazes and their uses - describe the types of stock - identify the type and proportion of ingredients used - apply correct procedures to the making of stocks as they relate to: <ul style="list-style-type: none"> - tools and equipment used - seasonings - mirepoix - bouquet garni - temperatures - clarification - storage - make the different types of stocks 	5	<p>Haines Professional <u>Chef</u></p>

TOPIC 3: SOUPS

VFP22A

GENERALIZATION: A soup is generally an introduction to the meal.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Standards	<p>The student will:</p> <ul style="list-style-type: none">- identify standards used to judge each type of soup- hot soups- cold soups- clear soups- cream soups	25	Haines
2. Classification	<ul style="list-style-type: none">- classify soups according to consistency- very thin<ul style="list-style-type: none">- broths- bouillons- consommés- medium<ul style="list-style-type: none">- creams- light purees- bisques- thick<ul style="list-style-type: none">- chowders- heavy purees- special soups<ul style="list-style-type: none">- thick- thin- cold		
3. Garnishes	<ul style="list-style-type: none">- identify garnishes used with different types of soups- vegetable garnishes<ul style="list-style-type: none">- julienne- brunoise- printaniere- paysanne		

NOTES:

TOPIC 3: SOUPS (continued)

VFP22A

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
	<ul style="list-style-type: none"> - other garnishes <ul style="list-style-type: none"> - meats - cheeses - croutons - creams - dumplings - pancakes - make the different types of soups - make the different types of garnishes 		

TOPIC 4: SAUCES

VFP22A

GENERALIZATION: Sauces usually complement other foods.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Sauces:</p> <ul style="list-style-type: none"> - Standards 	<p>The student will:</p> <ul style="list-style-type: none"> - describe the common standards used in judging sauces <ul style="list-style-type: none"> - texture - flavor - consistency - color - make a variety of sauces - evaluate sauces by previous standards 	25	

NOTES:

TOPIC 4: SAUCES (continued)

VFP22A

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<ul style="list-style-type: none"> - Ingredients - Types 	<ul style="list-style-type: none"> - identify the ingredients used for different types of sauces - describe the methods of finishing and thickening - use correct procedures in making sauces - prepare or describe the preparation of each of the leading sauces <ul style="list-style-type: none"> - warm sauces <ul style="list-style-type: none"> - Brown or Espagnole - Bechamel - Veloute - Hollandaise - Tomato - cold sauces <ul style="list-style-type: none"> - Cocktail - Mayonnaise - Tartare - Dill - Cumberland - butter sauces <ul style="list-style-type: none"> - Maitre d'Hotel - Anchovy - Meuniere 		Haines

NOTES:

TOPIC 5: GRAVIES

VFP22A

GENERALIZATION: A gravy must possess all the characteristics of a sauce but still be independent in flavor.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Gravies	The student will: - prepare a variety of gravies	5	Haines

TOPIC 6: MEATS

VFP22A

GENERALIZATION: Meat is usually the main item of a meal, and its selection frequently dictates the other foods served.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Meat	The student will: - identify the kinds of meat - beef - pork - lamb - veal - describe the bone structure of each kind - relate the commercial and retail cuts to the bone structure - describe the methods of grading each kind - identify the other edible parts of animals	35	Haines
2. Simple Entrees	- prepare or describe the preparation of ten to twelve entrees		

FOOD PREPARATION 22B

COURSE CONTENT

FOOD PREPARATION 22B (5 CREDITS)

(COLD KITCHEN PRODUCTION)

INTRODUCTION

This module gives students practice in the preparation of food on a commercial scale. Emphasis is placed on deserts, sandwiches, salads, garnishes and appetizers. Artistic skills are practised in displaying cold buffets and in the preparation and merchandising of salads, sandwiches and appropriate desserts.

OBJECTIVES

The objectives of Food Preparation 22B are to:

1. Introduce the student to the principles, practices, tools and equipment related to cold kitchen and dessert production.
2. Allow students practice in the methods and organization for cold kitchen and dessert production.

REFERENCES

*Morgan, Supervision and Management of Quantity Food Preparation
McCutchan Publishing, 1974.

Haines, R.G. Food Preparation for Hotels, Restaurants and Cafeterias
American Technical Society, 1973.

Sonnenschmidt and Nicolas, Art of Garde Mauge, Cahners Books Int.

*Refers to Primary Text.

CONTENT SUMMARY

1. Cold kitchen production
 - sandwiches
 - pantry
2. Salads
3. Appetizers
4. Desserts and short pastry products.

TOPIC 1: COLD KITCHEN PRODUCTION

VFP22B

GENERALIZATION: Pantry production is characterized by the production of many small units which require skill and artistry.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Pantry	<p>The student will:</p> <ul style="list-style-type: none"> - use the tools and equipment related to cold kitchen production - practise time-saving work methods - describe the need for merchandising - describe and prepare sandwiches as to: <ul style="list-style-type: none"> - classes <ul style="list-style-type: none"> - hot <ul style="list-style-type: none"> - regular - broiled - grilled - deep fried - baked - cold <ul style="list-style-type: none"> - regular - open-faced - decker - rolled - finger - layered - uses <ul style="list-style-type: none"> - meal - snacks - etc. - standards <ul style="list-style-type: none"> - freshness - flavor - appearance 	30	

TOPIC 1: COLD KITCHEN PRODUCTION (continued)

VFP22B

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<ul style="list-style-type: none"> - Ingredients 	<ul style="list-style-type: none"> - identify the breads used in sandwiches <ul style="list-style-type: none"> - white - whole wheat, etc. - identify and use spreads <ul style="list-style-type: none"> - butter, margarine - salad dressing - etc. - identify and use fillings <ul style="list-style-type: none"> - chopped vegetables - chopped meats - cheeses, eggs, etc. - recognize the suitability of a garnish for a sandwich on the basis of: <ul style="list-style-type: none"> - form - texture - color - flavor - identify and use the following garnishes: <ul style="list-style-type: none"> - lettuce - parsley - radishes - nuts - tomatoes - pickles - others as available 		
<ul style="list-style-type: none"> - Production Techniques 	<ul style="list-style-type: none"> - develop the skill of sandwich making by practising <ul style="list-style-type: none"> - portion control - cutting and arranging - handling 		
<ul style="list-style-type: none"> - Sandwich Storage 	<ul style="list-style-type: none"> - store sandwiches by <ul style="list-style-type: none"> - wrapping - refrigerating - freezing 		

TOPIC 1: COLD KITCHEN PRODUCTION (continued)

VFP22B

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
3. Fancy Sandwiches	<ul style="list-style-type: none"> - distinguish between canapes and fancy sandwiches - develop skill in making fancy sandwiches using various breads and fillings 		

TOPIC 2: SALADS

VFP22B

GENERALIZATION: A salad is a combination of ingredients served with a dressing.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Salads: <ul style="list-style-type: none"> - Classes and Uses - Standards 	The student will: <ul style="list-style-type: none"> - identify salads which would be appropriate for various purposes in a meal: - classes <ul style="list-style-type: none"> - hot - cold - uses <ul style="list-style-type: none"> - appetizers - entrees - accompaniment - dessert - recognize quality on the basis of: <ul style="list-style-type: none"> - flavor - texture - appearance 	30	

NOTES:

TOPIC 2: SALADS (continued)

VFP22B

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<ul style="list-style-type: none"> - Ingredients - Types <ul style="list-style-type: none"> - molded - fruit - vegetable - leafy green - meat - seafood - Selection - Arrangement - Garnishes <ul style="list-style-type: none"> - purposes - types - Dressings 	<ul style="list-style-type: none"> - list the four parts of a salad - list the types of underliners - describe types of salad body <ul style="list-style-type: none"> - seafood - vegetables - fruits, etc. - list rules for selecting and preparing ingredients - practise making and arranging salads - list the purposes of garnishes and their selection - prepare mayonnaise - prepare French dressing - prepare other varieties 		

NOTES:

TOPIC 3: APPETIZERS

VFP22B

GENERALIZATION: Appetizers are small foods used to whet the appetite.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Appetizers: - Types - Garnishes - Storage	The student will: - identify and prepare a number of appetizers such as: - hors d'oeuvres - cocktails - canapes - relishes - dips - side salads - soups and consommés - identify garnishes such as - fruits - vegetables - eggs - nuts - other - describe and practice safe storage procedures	20	

TOPIC 4: DESSERTS AND SHORT PASTRY PRODUCTS

VFP22B

GENERALIZATION: Every cook must be able to prepare a number of different desserts and pies.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Baking 2. Short Pastry	The student will: - identify baking ingredients - prepare short pastry - prepare and bake a double crust pie	45	

TOPIC 4: APPETIZERS (continued)

VFP22B

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
3. Milk Puddings	- prepare a cream pie - prepare milk puddings with and without a packet mix		
4. Jello Desserts	- prepare jello desserts		
5. Yeast Goods	- prepare - dinner rolls - breads - sweet dough		
6. Chouse Paste	- prepare - cream puffs - eclairs		
7. Cakes and Icings	- identify and prepare - basic cakes - basic icings		

NOTES:

FOOD PREPARATION 22C

COURSE CONTENT

FOOD PREPARATION 22C (5 CREDITS)

(SHORT ORDER)

INTRODUCTION

This module on short order cooking gives students the opportunity to practice the skills and use the knowledge essential to the proficient short order cook.

It is assumed that the students have already developed some skills and this experience can be put to direct use.

OBJECTIVES

The objectives of Food Preparation 22C are to:

1. Allow the students to practice short order cooking.
2. Provide information to the students on the practices and principles associated with short order cooking.

REFERENCES

*Morgan, Supervision and Management of Quantity Food Preparation
McCutchan Publishing.

*Haines, Food Preparation for Hotels, Restaurants and Cafeterias
American Technical Society.

*Refers to Primary Text.

CONTENT SUMMARY

1. Short order cooking.
2. Dairy products.
3. Fats and oils.
4. Cereals and breakfast foods.
5. Serving food.

TOPIC 1: SHORT ORDER COOKING

VFP22C

GENERALIZATION: The short order cook requires skill in a variety of cooking and serving techniques.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Beverages:</p> <ul style="list-style-type: none"> - Coffee - Tea - Cocoa - Milk - Fruit juices - Punches 	<p>The student will:</p> <ul style="list-style-type: none"> - recognize standards for good beverages: <ul style="list-style-type: none"> - aroma - flavor - clarity - color - density - serving temperature - apply the principles of making quality hot beverages: <ul style="list-style-type: none"> - roasting - grinding - storage - water - equipment - brewing 	60	
<p>2. Eggs:</p> <ul style="list-style-type: none"> - Identification - Standards 	<ul style="list-style-type: none"> - recognize the quality of eggs - identify uses of eggs <ul style="list-style-type: none"> - as thickener - as binder - as leavener - as emulsifier - as coating - as garnish - practise recognized standards for serving eggs <ul style="list-style-type: none"> - soft boiled - medium and hard - fried eggs - poached - shirred - scrambled - egg dishes <ul style="list-style-type: none"> - omelet - souffle 		Egg Market- ing Board

TOPIC 1: SHORT ORDER COOKING

VFP22C

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<ul style="list-style-type: none"> - Principles - Methods of cooking - Processed eggs 	<ul style="list-style-type: none"> - describe the physical change in eggs that occurs with the application of heat: <ul style="list-style-type: none"> - coagulation - formation of sulfides - practise egg cookery <ul style="list-style-type: none"> - water <ul style="list-style-type: none"> - boiling - coddling - poaching - dry heat <ul style="list-style-type: none"> - fried - shirred - scrambled - omelets - souffles - describe the correct use of processed eggs: <ul style="list-style-type: none"> - frozen - dried 		
3. Short Order Menu	<ul style="list-style-type: none"> - prepare a short order menu with recognition of a la carte items <ul style="list-style-type: none"> - appetizers <ul style="list-style-type: none"> - soups - relishes - cocktails - salads - entrees <ul style="list-style-type: none"> - meats - salads - sandwiches - vegetables - egg dishes - deserts 		
4. Equipment	<ul style="list-style-type: none"> - explain the use of a micro-wave oven and use it safely 		

NOTES:

TOPIC 2: DAIRY PRODUCTS

VFP22C

GENERALIZATION: In addition to the use of milk as a beverage it is useful for suspending or dissolving many ingredients used in cooking.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Types of Dairy Products	<p>The student will:</p> <ul style="list-style-type: none"> - identify the types of dairy products used in cookery: <ul style="list-style-type: none"> - fresh milk - cream - fresh skimmed milk - evaporated milk - condensed milk - powdered milk - buttermilk - yogurt - butter - cheese 	10	Kraft
2. Processes	<ul style="list-style-type: none"> - explain the processes and principles applied to preparing and storing dairy products: <ul style="list-style-type: none"> - curdling - clabbering - pasteurizing - foams - creams - cheeses 		
3. Preparation	<ul style="list-style-type: none"> - recognize a variety of cheeses and cheese dishes - recognize quality in cheese products - prepare a variety of cheese dishes 		Kraft cheese kit

NOTES:

TOPIC 3: FATS AND OILS

VFP22C

GENERALIZATION: Foods cooked in fats and oils are a very important part of any restaurant menu.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Fats and Oils	<p>The student will:</p> <ul style="list-style-type: none"> - identify the uses of fats in the kitchen - describe the composition of fats - describe the various fats used as frying mediums - practise proper care in using utensils - recognize proper temperatures for certain foods when frying - practise cooking with fats 	10	

TOPIC 4: CEREALS AND BREAKFAST FOODS

VFP22C

GENERALIZATION: The preparation of cereals and breakfast foods is part of the skill required by the short order cook.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Cereal Cookery	<p>The student will:</p> <ul style="list-style-type: none"> - identify a variety of foods used as breakfast foods: <ul style="list-style-type: none"> - cereals - eggs - meats - pancakes - fruits, etc. - apply the principles of cereal cooking 	30	

TOPIC 5: SERVING FOOD

VFP22C

GENERALIZATION: The way food is served contributes much to its enjoyment.
The enjoyment of consuming food depends greatly on the way it is served.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Personnel</p> <p>2. Serving Operations and Procedures</p> <p>3. Counter Service</p> <p>4. Fountain Service</p> <p>5. Techniques</p>	<p>The student will:</p> <ul style="list-style-type: none"> - recognize the role of personnel involved in the serving of food: <ul style="list-style-type: none"> - host or head waiter - waiter, waitress - bus boy or girl - practice correct procedures for: <ul style="list-style-type: none"> - setting a table - seating guests - presenting the menu - taking orders - placing orders in kitchen - serving the food - watching for guests needs - presenting the cheque - clearing the table - looking after complaints - using the cash register - practice and demonstrate proper counter service techniques <ul style="list-style-type: none"> - portion control - sample plates - sanitation - merchandising - serve ice cream and beverages - use a variety of techniques in preparing food <ul style="list-style-type: none"> - safety in cutting <ul style="list-style-type: none"> - slice - chop - dice - mince - grind - shred - score 	15	

FOOD PREPARATION 32A

COURSE CONTENT
FOOD PREPARATION 32A (5 CREDITS)
(KITCHEN PRODUCTION)

INTRODUCTION

This module on kitchen production is a continuation of work begun in Food Preparation 22A and is open to any student who has credit for the same. Emphasis is placed on gaining more in-depth knowledge of the structure and cooking of meat and on the preparation of a variety of sauces, soups, salads and vegetable dishes.

OBJECTIVES

The objectives of Food Preparation 32A are to:

1. Familiarize the students with the structure and composition of meat.
2. Allow students to practice cutting meat.
3. Provide students with opportunity to practice meat cookery.
4. Provide students with the opportunity to prepare a wide range of soups, sauces and vegetable dishes.

REFERENCES

- *Morgan, Supervision and Management of Quantity Food Preparation McCutchan Publishing.
- *Pauli, Cassical Cooking CBI Publishing Inc.
- Canada Department of Agriculture. Meat, How to Buy - How to Cook. Queen's Printer, Ottawa, 1968.
- Folson, Le Roi. (Ed.) The Professional Chef. Institution/Volume Feeding Management, Chicago, Illinois, 1971.
- Frank, Jeanette. The Modern Meat Handbook. Bobbs-Merrill Co. Inc., New York.
- Lundberg, Donald E., and Kotschevar, Lendal M. Understanding Cooking. Gazette Printing Co. Inc., Northampton, Mass., 1965.
- Meat Evaluation Handbook. National Live Stock and Meat Board, 36 South Wabash Avenue, Chicago, Illinois, 1969.

*Refers to Primary Text.

CONTENT SUMMARY

1. Meat
 - proper cooking
 - its fibre structure
 - its fat and moisture content
 - connective tissue
 - consumption
2. Fish
 - high food value
 - versatility
3. Poultry
 - methods of cooking
 - kinds of meat
 - dressing
4. Sauces, soups, salads and vegetable dishes
5. Behavior
 - service to the public

TOPIC 1: MEAT

VFP32A

GENERALIZATION: The proper cooking of meat (including fish poultry, and game) depends upon; a) its fibre structure, b) its fat and moisture content, c) the amount and type of connective tissue, and d) the preferences of those who will consume it.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Grading</p> <p>2. Meat Composition</p> <ul style="list-style-type: none"> - muscle tissue - meat fibres - fat and marbling - connective tissue - moisture content - bone structure 	<p>The student will:</p> <ul style="list-style-type: none"> - review the method of grading for: <ul style="list-style-type: none"> - meat - poultry - fish - discuss the connection between muscle tissue and value of meat - discuss the effects of the fibrous structure of meat - discuss how fat is distributed in meat - discuss the effects of fat content during cooking - discuss appearance and types of connective tissue in meat - discuss the modification of connective tissue by aging, tenderizing, and cooking - discuss how moisture is distributed in meat - discuss how moisture content is affected by factors such as age of animal, feeding practices, etc. 	30	

NOTES:

TOPIC 1: MEAT (continued)

VFP32A

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
3. Meat Cookery: - Methods	<ul style="list-style-type: none"> - discuss how moisture content is affected by cooking - discuss the modification of cooking processes according to moisture content of meat <p>The student, given a carcass of meat will:</p> <ul style="list-style-type: none"> - name and identify the whole-sale cuts - practice portion cutting - explain the cooking processes which can be used for each cut and tell why the methods are suitable - explain and demonstrate how the principles of cookery relate to poultry, fish and game - describe and practise the different methods of cooking meat, selecting the cuts and equipment for each method - dry heat <ul style="list-style-type: none"> - broiling - roasting - barbecuing - sauteing - deep frying - ovenizing - moist heat <ul style="list-style-type: none"> - braising - simmering - steaming - blanching 		Demonstrations by professional meat cutters. Meat cutting charts.

NOTES:

TOPIC 1: MEAT (continued)

VFP32A

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
- Principles	<ul style="list-style-type: none"> - list and apply the principles of good cookery: <ul style="list-style-type: none"> - improving flavor - developing tenderness - improving color - proper carving - control of bacteria - safe storage 		

TOPIC 2: FISH

VFP32A

GENERALIZATION: Fish has high food value and is a versatile product that can be used extensively in menus.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Types 2. Preparation	The student will: <ul style="list-style-type: none"> - list the types of edible fish <ul style="list-style-type: none"> - fin fish - shell fish - identify criteria for purchasing each type of fish - use correct procedures in preparing fish <ul style="list-style-type: none"> - fin fish <ul style="list-style-type: none"> - pan frying - deep fat frying - broiling - baking - poaching - shell fish <ul style="list-style-type: none"> - steaming - chowders, stews - pan frying - deep fat frying - baking - broiling 	30	

TOPIC 3: POULTRY

VFP32A

GENERALIZATION: Methods used for cooking poultry are much the same as those used for cooking other meats.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Types</p> <p>- Poultry</p> <p>- Game Birds</p> <p>2. Dressings</p>	<p>The student will:</p> <ul style="list-style-type: none">- identify and use correct procedures and equipment for preparing commonly used edible birds- poultry<ul style="list-style-type: none">- turkeys- chickens- ducks- geese- squabs- game birds<ul style="list-style-type: none">- wild ducks- pheasants- partridges- quail- grouse- list criteria for grading and selecting birds- use correct procedures in the preparation of dressings and stuffings suited to each type of bird	<p>30</p>	

NOTES:

TOPIC 4: SAUCES, SOUPS, SALADS AND VEGETABLE DISHES

VFP32A

GENERALIZATION: The wide range of food preferences exhibited by restaurant customers requires that the chef be competent in the production of a wide variety of sauces, soups, salads and vegetable dishes.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Sauces are served with foods to complement them</p> <p>2. Soup Preparation</p> <p>3. Salad Preparation</p> <p>4. Vegetable and Potato Preparation</p> <p>5. Farinaceous Products</p>	<p>The student will:</p> <ul style="list-style-type: none"> - prescribe sauces to complement a variety of dishes - prepare a variety of sauces - prepare soups of all varieties that are both wholesome and nutritious - prepare many salads that are colorful, nutritious and appealing - prepare vegetable and potato dishes that have desirable characteristics of color, form, and texture and which are nutritious and delicious - prepare and serve pastas - prepare rice - exhibit care during and after cooking - prepare: <ul style="list-style-type: none"> - rice pilaff - rice risotto 	30	

NOTES:

TOPIC 5: BEHAVIOR

VFP32A

GENERALIZATION: Appropriate behavior is necessary for advancement in the field of hospitality services.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Service to the Public	The student will: - exhibit behavior which is compatible with the concept of service to the public		

NOTES:

FOOD PREPARATION 32B

COURSE CONTENT

FOOD PREPARATION 32B (5 CREDITS)

(BAKING AND DECORATING)

INTRODUCTION

This module covers the preparation and decoration of cakes, cookies, pastries, yeast goods and desserts.

OBJECTIVES

The objectives of Food Preparation 32B are:

1. To introduce the students to the principles and practices underlying the quality production of cakes, pastries and yeast goods.
2. Provide students with practice in baking.
3. Allow students to develop some basic cake decorating skills.

REFERENCES

*Haines, Food preparation for Hotels, Restaurants and Cafeterias America Technical Society.

Amendola, Joseph The Baker's Manual. Ahrens Publishing Co. Inc., New York, 1962.

D'Ermo, Dominique. The Modern Pastry Chef's Guide. Harper & Row, New York.

Phillips, Bert J. The Pastry Chef. A.S. Barnes Co. Inc., New York, 1965.

Sultan, William J. Practical Baking. The AVI Publishing Co. Inc., Westport, Connecticut, 1965.

Wilton, McKinley and Norman. Modern Cake Decorating. Exposition Press, New York.

*Refers to Primary Text.

CONTENT SUMMARY

1. Baking ingredients
 - the properties that they exhibit under various conditions
2. Cakes, pastries and yeast doughs
 - variation of ingredients and methods of mixing
3. Decorating and filling cakes, yeast goods and pastries
4. Desserts
 - selection
 - suitability
 - preparation

TOPIC 1: BAKING INGREDIENTS

VFP32B

GENERALIZATION: Successful baking depends upon a knowledge of the properties that baking ingredients exhibit under various conditions.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Flour</p> <p>2. Shortenings</p> <p>3. Leavening Agents</p> <p>4. Sugars: - Types</p>	<p>The student will:</p> <ul style="list-style-type: none"> - explain the composition and types of flour - describe the methods of manufacture and blending - explain the function of gluten - identify the different types of shortening and describe the uses for each in baking <ul style="list-style-type: none"> - animal - vegetable - describe the function of leavening agents in baking <ul style="list-style-type: none"> - air - steam - chemicals <ul style="list-style-type: none"> - soda - baking powder - yeast - classify types of sweeteners and describe their functions in baking <ul style="list-style-type: none"> - granulated sugar - powdered sugar - syrups <ul style="list-style-type: none"> - molasses - maple - corn - honey 	5	

NOTES:

TOPIC 1: BAKING INGREDIENTS (continued)

VFP32B

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
5. Flavoring and Spices	<ul style="list-style-type: none"> - describe the different types of flavoring and spices and their uses: <ul style="list-style-type: none"> - chocolate and cocoa - spices - extracts - emulsions 		
6. Eggs	<ul style="list-style-type: none"> - review the function of eggs relative to baking 		
7. Liquids	<ul style="list-style-type: none"> - discuss the various liquids used in baking 		

TOPIC 2: CAKES, PASTRIES AND YEAST DOUGHS

VFP32B

GENERALIZATION: Cakes, pastries and yeast doughs of different types are obtained by varying the ingredients and methods of mixing.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Ingredient Functions: <ul style="list-style-type: none"> - Composition of Ingredients - Cake Ingredients - Pastry Ingredients - Yeast Dough Ingredients 	The student will: <ul style="list-style-type: none"> - list the standard ingredients of: <ul style="list-style-type: none"> - cake batters - pastry doughs - yeast doughs - explain the functions of the standard ingredients in: <ul style="list-style-type: none"> - cake formulas - pastry doughs - yeast doughs 	40	

NOTES:

TOPIC 2: CAKES, PASTRIES AND YEAST DOUGHS (continued)

VFP32B

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
2. Altitude Adjustments	- construct cake recipes for various altitudes		
3. Cake Mixing Methods	<ul style="list-style-type: none"> - list the standards for cakes mixed by each of the mixing methods - demonstrate and/or explain the preparation of a cake by each of the mixing methods: <ul style="list-style-type: none"> - conventional (creaming) - blending - foam and sponge - cake mixes 		
4. Pastry Making Methods	<ul style="list-style-type: none"> - compare and contrast the crusts produced by the different methods - explain and demonstrate the making of: <ul style="list-style-type: none"> - mealy pastry - short pastry - flaky pastry - puff pastry - hot water pastry - choux pastry 		
5. Yeast Doughs	<ul style="list-style-type: none"> - describe the types of yeast dough products prepared from: <ul style="list-style-type: none"> - lean doughs - sweet doughs - roll-in doughs - explain and demonstrate the preparation of each of the foregoing types of yeast dough 		

NOTES:

TOPIC 3: DECORATING AND FILLING CAKES, YEAST GOODS
AND PASTRIES

VFP32B

GENERALIZATION: Cakes, yeast goods and pastries can be prepared and utilized in a wide variety of shapes, sizes, fillings, frostings and decorations.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Panning and Proofing</p> <p>2. Fillings</p> <p>3. Icings and Frostings</p> <p>5. Yeast Doughs</p>	<p>The student will:</p> <ul style="list-style-type: none"> - utilize correct panning and proofing procedures - list a variety of shapes and types that can be produced - demonstrate and/or explain the preparation of fillings: <ul style="list-style-type: none"> - pastes - jams and jellies - fruit - custards - cream - chiffon - demonstrate and/or explain appropriate and proper utilization of fillings in cakes, yeast and pastry goods - list the functions of icings and frostings - demonstrate and/or explain the preparation of the different types of icings and frostings: <ul style="list-style-type: none"> - butter cream - fondant - flat (water) - boiled - fudge - royal - demonstrate some skill at icing and decorating cakes 	40	

NOTES:

TOPIC 4: DESSERTS

VFP32B

GENERALIZATION: Desserts are popular foods that offer a final touch of satisfaction to a meal.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Dessert Production	The student will: <ul style="list-style-type: none">- demonstrate and/or explain the preparation of many types of desserts including:<ul style="list-style-type: none">- cream puddings- custards- gelatin deserts- cobblers and crisps- charlottes- frozen desserts- meringues- steamed puddings	40	

NOTES:

FOOD PREPARATION 32C

COURSE CONTENT

FOOD PREPARATION 32C (5, 10 CREDITS)

(KITCHEN MANAGEMENT)

INTRODUCTION

Food service management, like other management situations, consists of carrying out the functions of an establishment to satisfy the needs of the consumer and earn a profit for the investor. In this module the students will study sanitation, food processing, nutrition, purchasing, storing and control of kitchen inventory.

The module may be taught for 5 or 10 credits, allowing time for students to gain some experience in industry under the work study plan.

OBJECTIVES

The objectives of Food Preparation 32C are to:

1. Give students the opportunity to learn the tasks, techniques and skills required by the manager or chef of a kitchen, or the owner of a small food establishment.
2. Allow students to learn basic management skills and techniques applicable to many situations.

REFERENCE

- *Morgan, Supervision and Management of Quality Food Preparation McCutchan Publishing, 1974.
- Smith, Evelyn E. A Handbook on Quantity Food Management. Burgess Pub. Co., Minneapolis, Minn. 1961.
- Stokes, John W. Food Service in Industry and Institutions. Wm. C. Brown Co. Publishers, Dubuque, Iowa, 1960.
- Weiss, Edith and Hal. Catering Handbook. Ahrens Pub. Co. Inc., New York, 1971.
- Wensel, George L. Wenzel's Menu Maker. MacLean-Hunter Pub., 1966.

*Refers to Primary Text.

CONTENT SUMMARY

1. Managing the kitchen.
2. Nutrition.
3. Purchase, storage and control of kitchen supplies.
4. Planning work activity.
5. Cost control and menu pricing.
6. Serving of food.
7. Preparation for employment.

TOPIC 1: MANAGING THE KITCHEN

VFP32C

GENERALIZATION: The chef of a food production unit must plan and supervise the production and service of nutritious food that will attract customers and realize a profit for the establishment. In order to meet the foregoing objectives a knowledge of kitchen management is essential.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. The Food Establishment:</p> <ul style="list-style-type: none"> - Cleaning - Sanitation - Safe Food - Safe Workers - Management - Responsibilities <p>2. Food Processes (The chef must have and understanding of current and new methods of food processing.)</p>	<p>The student will:</p> <ul style="list-style-type: none"> - discuss and apply standards of safety and cleanliness as required by the Department of Public Health - explain and practice both cleaning and sanitation - as a group construct a cleaning program for a kitchen - explain <ul style="list-style-type: none"> - safe food - safe workers - construct and apply a cleaning check list - discuss training of new employees - list and explain food processing techniques: <ul style="list-style-type: none"> - drying - canning - freezing - freeze-drying - irradiation - pickling - preserving 		<p>Alberta Provincial Sanitation Codes</p>

NOTES:

TOPIC 1: MANAGING THE KITCHEN (continued)

VFP32C

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
3. Canada Department of Agriculture Standards and Grades	<ul style="list-style-type: none"> - list the standards applied to the grading of each of: <ul style="list-style-type: none"> - canned food - fresh fruit and vegetables - frozen fruit and vegetables - fish, fresh and frozen - meats, fresh and frozen - poultry, fresh and frozen - dairy products 		

TOPIC 2: NUTRITION

VFP32C

GENERALIZATION: The chef of a food production unit must be able to plan and produce nutritious food for customers.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Nutrition and Body Needs	<p>The student will:</p> <ul style="list-style-type: none"> - list the dietary function of: <ul style="list-style-type: none"> - carbohydrates - fats - protein - vitamins - minerals - water - with references, compose menus for specific diets - without references compose menus that meet Canada's Food Guide 		Visits to hospital special diet kitchens. Film "Menu"
2. Food Additives	<ul style="list-style-type: none"> - discuss food additives 		
3. Health Foods	<ul style="list-style-type: none"> - discuss the growth in the health foods industry and the reasons for it 		

TOPIC 3: PURCHASE, STORAGE AND CONTROL OF KITCHEN SUPPLIES

VFP32C

GENERALIZATION: To supervise an economic operation the chef must be able to obtain supplies at a reasonable cost.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Purchasing Supplies	<p>The student will:</p> <ul style="list-style-type: none">- list possible suppliers of items essential to the operation of a food service unit- kitchen hardware- dairy products- fruits and vegetables- fresh meats- frozen foods- canned and dried foods- paper goods- cleaning supplies		
2. Storage of Supplies	<ul style="list-style-type: none">- specify preferred wholesalers on the basis of quality, price and convenience- explain how best to store foods and other kitchen supplies- explain when to order foods relative to keeping qualities, menu use and storage space available		
3. Control of Supplies	<ul style="list-style-type: none">- discuss necessity for stock control- apply methods for receipt of stocks and stock control methods		

NOTES:

TOPIC 4: PLANNING WORK ACTIVITY

VFP32C

GENERALIZATION: When supervising a food production unit the chef must be able to plan work schedules for employees.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Planned Work Activity is most productive.	<p>The student will:</p> <ul style="list-style-type: none"> - discuss planning of work activity, for the individual and for the group - demonstrate planned work activity - plan a work schedule 		The teaching of this topic will be an on-going process.

TOPIC 5: COST CONTROL AND MENU PRICING

VFP32C

GENERALIZATION: In a supervisory role the chef must be able to calculate costs of production and use this information to establish menu prices.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Costs incurred in a food service operation	<p>The student will:</p> <ul style="list-style-type: none"> - list food service operation costs: <ul style="list-style-type: none"> - food - labour - rent - utilities - advertising - cleaning - maintenance - debt charges - other costs 		

NOTES:

TOPIC 5: COST CONTROL AND MENU PRICING (continued)

VFP32C

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
2. Recipe Costing	<ul style="list-style-type: none">- contrast food service operation costs for various types of units, e.g. Drive-in vs. atmosphere of restaurant- compute recipe costs for 25, 50, and 100 standard size portions		
3. Controlling Costs	<ul style="list-style-type: none">- explain<ul style="list-style-type: none">- portion control- how it works- why portion control is necessary- construct menus that minimize waste and spoilage- practise stock control- discuss theft, its effects, implications and control		
4. Menu Pricing	<ul style="list-style-type: none">- price menus for simulated situations using costed recipes		

NOTES:

TOPIC 6: SERVING OF FOOD

VFP32C

GENERALIZATION: The chef must be able to plan and supervise the serving of food in a variety of situations.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Serving of Food	<p>The student will:</p> <ul style="list-style-type: none"> - explain each service method <ul style="list-style-type: none"> - take out - in car - counter service - cafeteria service - smorgasbord - buffet - French buffet - American service - Russian service - French service - English service - banquet service - room service - construct menus suited to service methods - specify service method for situations and groups of people 		
2. Menu Planning	<ul style="list-style-type: none"> - explain how each of the following affects menu planning: <ul style="list-style-type: none"> - nutrition - purchasing and storing - arrangements - staff and equipment - food and labour costs - methods of service - desired profit percentage 		

NOTES:

TOPIC 7: PREPARATION FOR EMPLOYMENT

VFP32C

GENERALIZATION: A student in food preparation should be familiar with the job opportunities in the field and be able to prepare an application for a job.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<ol style="list-style-type: none">1. Apprenticeship Training2. Post Secondary Training3. Direct Employment4. Worker's Compensation Regulations5. Alberta Labour Act Regulations	<p>The student will:</p> <ul style="list-style-type: none">- discuss how to become an apprentice- obtain credit for the high school program- prepare for an interview- write a letter of application		Obtain a speaker from the Apprenticeship Board.

NOTES:

FOOD PREPARATION 320

COURSE CONTENT
FOOD PREPARATION 32D
(OPEN MODULE)

INTRODUCTION

The final module in the Food Preparation major is open to students who have completed all of the preceding modules.

The 125 hours of instruction time available in this module may be used to:

- a. Provide greater depth to a module taken previously in the sequence. Individual students, groups of students or the whole class may elect to study an area in depth.
- b. Engage in actual food service work on the job supervised by the Food Preparation teacher and a chef on the job.

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